Year: 2011-2012

Academic Program: Dance
Chair/Dean: Diana Malan
Division: Fine Arts

I. Mission

The Missouri Valley College Dance program is committed to developing the full potential of students through creative and intellectual inquiry and giving students opportunities to develop their performance, choreography, and teaching skills.

II. Goals

- Ensure students have an understanding of how dance is affected and effects society
- Ensure students understand the collaborative process through performance, choreography, teaching, and guest artist
- Ensure students have the knowledge to hone their technical skills through safe dance practices
- Ensure the student exhibits academic and artistic excellence
- Develop motivation, independent thinking and self discipline

III. Student learning outcomes

1. Students will demonstrate the ability to use safe dance practices as a:
   a. Dancer
   b. Performer
   c. Choreographer
   d. Teacher
2. Students will demonstrate the ability to clearly articulate verbally and written their
   a. Purpose as an artist
   b. Creative process
3. Students will demonstrate the ability to clearly portray the intention of their work
4. Students will demonstrate the ability to be successful in the professional world
5. Students will demonstrate an appreciation and respect for their body as the instrument for their art
6. Students will demonstrate an understanding of how dance is affected and effects society in a historical and social context.

IV. Course map

<table>
<thead>
<tr>
<th>Course</th>
<th>1.a</th>
<th>1.b</th>
<th>1.c</th>
<th>1.d</th>
<th>2.a</th>
<th>2.b</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>DN 100</td>
<td>X</td>
<td></td>
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</tbody>
</table>
V. Assessment tools

- This past year I created a written test that I had all the incoming students take, and will then have the students retake the test as seniors; hopefully there will be a significant improvement on the test result.
- Students are constantly being evaluated on their technical, performance and choreography skills in classes as well as in all performances we do on and off campus by faculty, peers and observers.
- All dance majors must participate in Student Juries each March where they are evaluated on their performance and choreography skills, if applicable, as well as the way they present themselves in person and on paper through a resume, artist statement, and headshot, and they must also respond to questions about their growth and future goals.
- Seniors must participate in the senior project course where they usually create a 15-minute choreography project (but the project maybe be something different) and supporting written documents to go along with the project.

VI. Summary of findings

My two graduating senior’s received A’s on their senior project and A’s on most all assessments.

VII. Level of achievement of student learning outcomes

Of the three total students who have graduated so far from the dance program, two have gotten jobs in dance immediately upon graduation.
One is still looking but it has only been 2 weeks since graduation. So far the students seem to be very skilled and qualified.

VIII. Faculty/ Course/Student information

Table 1. Program faculty and loads
Program faculty are those who taught at least one course in the program in the past year. Add/delete rows as needed.

**FULL-TIME**
*The definition of ‘full-time’ for this table coincides with our standard MVC definition. Include all full-time faculty who taught in the program regardless of their division affiliation.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Division</th>
<th># credit hours taught in program in past year</th>
<th># of advisees fall/spring</th>
<th>Years of teaching and/or professional experience</th>
<th>Highest degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janie Morgan</td>
<td>Fine Arts</td>
<td>26/39 contact hours</td>
<td>7/7</td>
<td>4</td>
<td>MFA</td>
</tr>
</tbody>
</table>

Total credit hours: 26

**ADJUNCT**
Include all adjunct faculty who taught at least one course in the program in the past year.

<table>
<thead>
<tr>
<th>Name</th>
<th>Division</th>
<th># credit hours taught in program in past year</th>
<th># of advisees fall/spring</th>
<th>Years of teaching and/or professional experience</th>
<th>Highest degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haley Jameson</td>
<td>Fine Arts</td>
<td>10/12 contact hours</td>
<td>10+</td>
<td>MFA</td>
<td></td>
</tr>
<tr>
<td>Charles Ferguson</td>
<td>Fine Arts</td>
<td>3</td>
<td>30+</td>
<td>MA</td>
<td></td>
</tr>
<tr>
<td>Fuel</td>
<td>Nursing and Heath Sciences</td>
<td>3</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Total credit hours 16

% of credit hours taught by adjuncts 38%

Table 2. Course offerings
Supply the numbers for each category in the table.
### Table 3. Student Profile

Supply the numbers for each category in the table.

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>Majors</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Minors</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Graduating seniors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3 (2 majors, 1 minor)</td>
<td>3</td>
</tr>
</tbody>
</table>

### IX. Analysis/Interpretation

It appears our students are getting what they need. The only issue that needs to be address is eventually offering a Kinesiology for Dancers course rather than the current Kinesiology course the students are taking. The essential information that the students need is covered but the way in which a dancer understands and uses their body is very different from other athletes. By adding the conditioning course this past year some of these issues will be helped.

The addition of the Conditioning for Dancers course was an excellent course and the students learned a lot about themselves and how important taking care of their bodies is in order to maintain the life of a dancer.

Adding the Introduction to Dance Technique course has been very helpful. It has allowed the non-dancers to have a more comfortable/less threatening, learning environment and allowed the majors to be challenged more.

### X. Action plan/Closing the loop
I believe currently the department is serving the needs of students except financially. Current the dance program is receiving the same amount it did as a minor $1,200 and our expenses were double this amount. The students are spending a lot of their time fundraising so we can offer the types of things a dance major should, such as guest artist, master classes, and costumes. I would like to see the college support the program more financial so the money raised in fundraising can be used to help the students pay for their expenses to the American College Dance Festival and other performance opportunities.

Eventually the program will need to add a 3rd level of jazz and a 4th level of modern and ballet. Currently once the juniors and seniors have completed the third level they begin repeating the courses which puts seniors in a class with freshman. We currently don’t have the enrollment to support this addition but hopefully in the next year or two we will.

**Below:** Please list all individuals who assisted in the completion of this report.
Janie Morgan